

# 2008 GENERAL SESSION FISCAL NOTE WORKSHEET XI (Revised Jan. 2008)

Agency: UTAH STATE OFFICE OF EDUCATION

Bill Number HB 436

TITLE OF BILL: ENGLISH LANGUAGE LEARNER FAMILY LITERACY CENTERS PROGRAM by Rep. Greg Hughes

Requested by: Patrick Lee

Fax/Electronic Mail Transmittal To:

Office of the Legislative Fiscal Analyst  
W310 State Capitol Complex  
Salt Lake City, UT 84114-5310  
538-1034 / Fax 538-1692

Name: Patrick Lee

Date: February 6, 2008

Fax Number: \_\_\_\_\_

Please return to Fiscal Analyst by: February 7, 2008

This Bill Takes Effect: ☐ On passage ☒ On July 1 ☐ 60 Days after session ☐ Other \_\_\_\_\_

Bill Carries Own Appropriation: ☒

## FISCAL IMPACT OF PROPOSED LEGISLATION

	FY 2008 Supp.	FY 2009	FY 2010
<b>A. REVENUE IMPACT BY SOURCE OF FUNDS</b>			
1. General Fund			
2. Uniform School Fund - Education Fund			
3. Transportation Fund			
4. Collections			
5. Other Funds (List Below)			
6 Local Funds			
<b>7. TOTAL</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

## B. EXPENDITURE IMPACT:

<b>By Source of Funds</b>			
1. General Fund			
2. General Fund, One Time			
3. Uniform School Fund - Education Fund		<b>\$10,000,000</b>	<b>\$10,000,000</b>
3. Transportation Fund			
4. Collections			
5. Other Funds (List Below)			
6. Local Funds			
<b>7. TOTAL</b>	<b>\$ -</b>	<b>\$ 10,000,000</b>	<b>\$ 10,000,000</b>
<b>By Expenditure Category</b>			
1. Salaries, Wages and Benefits			
2. Travel			
3. Current Expenses			
4. D.P. Current Expenses			
5. Capital Outlay			
6. D.P. Capital Outlay			
7. Other (Specify) <u>ELL Family Literacy Centers Program</u>		<b>\$10,000,000</b>	<b>\$10,000,000</b>
<b>8. TOTAL</b>	<b>\$ -</b>	<b>\$ 10,000,000</b>	<b>\$ 10,000,000</b>

## C. IMPACT IN FUTURE YEARS?

*If no fiscal impact in the first two years, indicate any impact in future years, and explain. Also, indicate any significant changes in fiscal impact beyond the first two years. (Use back side, or attachment, if necessary.)*

Cathy Dudley  
Prepared By

MSP Budget and Property Tax Specialist - USOE  
Title

801.538.7667  
Phone #

February 6, 2008  
Date

**D. Identify Sections of the Bill That Will Generate the Additional Workload or Cost Increase**

Lines 36-40 and lines 50-52 will generate additional workload for the Utah State Board of Education.

**E. Expenditure Impact Details (Ties to totals in Section C)**

List and document methodology and/or assumptions used in determining need for workload and cost increase.  
List number, type, and step ranges of personnel required, including benefits.  
List details of other impacted expenditure categories as shown in Section C.  
List additional space requirements and cost associated with requirements of this bill.  
(USE ATTACHMENTS IF NECESSARY.)

*The Utah State Board of Education, after consultation with school districts and charter schools, will adopt a formula that allocates the money appropriated in the bill for the English Language Learner Family Literacy Centers Program in a fair and equitable manner. In addition, the State Board of Education is required to make a report to the Education Interim Committee on the effectiveness of this program before November 30, 2011. The State Board of Education will need approximately \$30,000 of this appropriation to support the time required for a USOE ESL specialist to monitor and comply with the requirements of the bill.*

**F. No Fiscal Impact or Will Not Require Additional Appropriations?**

Specify why this bill will have no fiscal impact on your agency or institution.  
Specify how you will reallocate workloads, resources, or funding sources to eliminate need for additional appropriations. (USE ATTACHMENTS IF NECESSARY.)

**G. If Bill Carries Its Own Appropriation:**

Indicate if the amount appropriated is adequate to meet the purposes of the bill.  
Are there future additional costs anticipated beyond the appropriation in the bill? *The State Board of Education will need \$30,000 of this appropriation to support the time required for a USOE ESL specialist to monitor and comply with the requirements of the bill.*

**H. Impact on Local Governments, Businesses, Associations, and Individuals**

Specify requirements in the bill that drive the impact on local governments.  
Indicate costs or savings that are **DIRECT and MEASURABLE**. If direct and measurable data are not available, are there areas that potentially could have a fiscal impact? (USE ATTACHMENT IF NECESSARY.)

Local Governments: *Through this program parents will be able to support their students in their education.*

Businesses and Associations:

Individuals: *This program will be a benefit to parents as they will become more involved and become more aware of required and optional activities at the school. Academic achievement, literacy skills, and language gains will be increased in all ethnic groups of students and their families. This center will be established to coordinate with school administrators, educators, families and students and will support and coordinate with other language acquisition instructional services and language proficiency programs in the public schools. This program will benefit the students by getting their parents more involved.*

This is a draft fiscal note response from the Utah State Office of Education (USOE) and may be revised in the future.

This fiscal note input draft does not imply endorsement of this bill by the State Board of Education or USOE.